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The Analysis of Indonesian Teenagers' Motives for Using the Internet

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Abstract—As Internet use becomes widely used by Indonesian teenagers, knowing more detail about their motives for using the Internet is important for digital marketing interest. This study aims to determine the motives of the Internet in teenagers and to examine the differences in Internet motives based on gender, education level, and school affiliation. Data from a probability sample of 756 teenagers aged 10-19 years were represented by students of junior high schools and senior high schools in Jakarta. Descriptive analysis revealed that Indonesian teenagers' Internet motives are status gaining, opinion expression, social interactions, information gaining, pastime, and entertainment. The three highest motives are pastime, entertainment, and information gaining. The t-test analysis revealed the level of education and school affiliation are significant differentiating factors, while gender is not a significant differentiating factor. Internet motives of senior high school teenagers differed significantly in all types of motives compared to junior high school student teenagers. In addition, in almost all types of motives, teenagers in public schools have a higher mean than teenagers in religion-affiliated schools. Teenagers need a complete social media application that provide tools that can represent their feelings, opinions, status, as well fun and entertaining. It has a lot of creative tools, pleasant and interesting interface, and interactive infographic content for news.

Keywords—internet, motives, teenagers, Indonesia, digital marketing

I. INTRODUCTION

In digital marketing, understanding customer (Internet users) is fundamental to successful business specially to know why customer go online and what drives them online. Understanding customer motivations is an absolute necessity [1]. Teenagers are one of the most active groups of consumers and very potential consumers. Before identifying their intention to buy products through the Internet, it is very important to know their motives for using the Internet. This research will explore the motives of teenagers to use the Internet.

Internet is the medium that most teenagers are interested in and a profitable channel to advertise targeted messages. Unfortunately, research that explores the Internet motives of Indonesian teenagers for digital marketing purposes little has been done. Besides, previous studies focused more on the relationship of teenagers' Internet motives with Internet addiction [3]–[6] and with Internet risk [4].

The results of this study are important in predicting teenage Internet usage patterns. By assessing the characteristics of the teenage online customer in their demographic's segmentation, it can be used to predict their usage rate, which further useful for Internet behavioural targeting [2].

Motives are a key component for examining why someone uses the Internet [7]. In media communication context, motivation—which reflects the different reasons people have for engaging in communication—influences media selection, attention, active interpretation of content, and, ultimately, the effects [8]–[11].

Internet motives definition refers to the concept of media motives. Motives are prevalent tendency that influence individual actions to fulfil desires or needs and behaviour [7] and psychological factors that provide motivational stimulus to use media [12]. For the context of Internet use, Internet motives definition refers to Leung (2014) dan Chin Hooi (2011), motives are aspects that underlie or initiate teenagers' actions to use the Internet [5], [13].

Research on the motives of media usage has long been performed by mass communication researchers. Most of the research on audience motives employed the Theory of Uses and Gratification. Based on this theory, examining the audience's motives is considered essential because the motive is closely related and influences the activity of the audience. A highly motivated audience will involve more activities than a low-motivated audience (Lin, 1993 in [9]. Besides, motivation may heighten or lessen media effects [11].

Therefore, understanding the needs and motives of media users is the key to predicting media effects, especially to understand the origin of social psychological factors of need. So, it can predict differences in patterns of media uses to media gratifications and its consequences, especially unexpected consequences [14].

Sundar and Limperos (2013) compiled twenty studies published in 1940 to 2011 about the motives of audiences using media. The results of this compilation, audience motives were information seeking, escaping, social status, social connection, entertainment, surveillance, pastime, convenience, emotional, and competition [15]. However, the motives of the audience using conventional media - such as radio, television, telephone, cell phone, video games - can differ from the motives for using the Internet.

This motive differences since the Internet have unique attributes such as interactivity, personalization, many to many communication, and asynchronization, where these attributes do not exist in conventional media [16] and the motives of conventional media cannot explain well Internet usage (Choi, 2001 in [5]). Internet motives must be re-identified in every development of communication technology.

In Indonesia, research on Internet motives has been done but need to be updated. The Qomariyah study (2009) was the earliest Internet motives study. Qomariyah (2009)

categorised teenagers' Internet motives into four types of motives: information seeking, entertainment, communication, and commercial transactions (buying products) [17].

A more comprehensive Internet motives research in adolescents conducted by Hendriyani (2012). Her research results shows that teenagers' Internet motives generally: (1) entertainment, mainly for playing online games; (2) social utility, mainly for chatting with friends; (3) information seeking, such as browse for school assignments and information about one's favourite idol or sport club [18]. Other research shows that teenagers' Internet motives are (1) cognitive motives for seeking information; (2) diversion motives for entertainment; (3) personal identity motives for updating status and commenting on social media; and (4) economic motive for finding goods to be purchased [19].

Sociodemographic factors such as gender, parental education level, parents' income, and teenagers' age are proven influence the motives of adolescents using social media and influence the types of social media applications used [20]. Internet motives for surveillance and social interaction are mostly performed by teenagers from upper socio-economic groups. In addition, age, education level, frequency, and duration of Internet use are important predictors of surveillance motives. As for consumption motives, the dominant predictors are income, education level, and ease of access. For social interaction motives, it turns out to be negatively predicted by age and level of education [21].

Based on the literature review above, the purpose of this study is to identify and analyse teenage Internet motives in Indonesia, represented by teenagers in Jakarta. Also, analyses differences in Internet motives based on gender, education level, and school affiliation. In addition, this research also finds out technical feature, content, and presentation that can attract teenagers' attention.

RQ1: What are the teenagers' motives for using the Internet? And how these motives are differ based on gender, education level, and school affiliation?

RQ2: How do teenagers evaluate the feature, content, and presentation of the Internet?

II. METHODS

A. Sample and Procedure

The data for this study were collected in five regions in Jakarta (east, west, north, south, and central). The population selection was based on the age categories of WHO and UNICEF which determine the age limit for teenagers 10-19 years old. Therefore, this research population was middle and high school students in DKI Jakarta.

The sampling technique was multistage random sampling with a confidence level of 95% and a margin of error of 4%. The primary sampling unit of this survey was private and public secondary schools (junior high schools and senior high schools). The sample was chosen in stages by taking public and private secondary schools from each municipality in DKI Jakarta, i.e. Central Jakarta, North Jakarta, West Jakarta, South Jakarta, East Jakarta and the Thousand Islands.

For a representative sample schools, stratification was based on two categories. First, stratification based on the municipal area of Jakarta. Second, stratification based on the type of school (public or private) [22]. The total school sample in this study was 23 schools with the total number of respondents were 756 respondents. To answer RQ2, researchers interviewed 2 female teenagers and 2 male teenagers aged 14, 15, 18, 19 years old.

B. Measures and Data Analysis

The operational definition of Internet motives in this study is the reasons and expectations of individuals in using the internet to fulfill their needs and desires. The Internet motives variable was measured by answering the question: "I use the Internet because ...". The questionnaire consisted of 18 items. The items stated in the statement were measured using a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 = strongly agree).

Testing the validity of all item statements using the statistical test Factor Analysis - Confirmatory Factor Analysis with principal component extraction and varimax rotation. KMO & Bartlett's Test (Sig.) = 0.691 (Sig. 0.000); Anti-image correlation value 0.782 - 0.886. Subsequent tests for the reliability of each index indicate acceptable values for Cronbach's alpha $r = 0.831$.

Data analysed using SPSS 20 with alpha levels were set at 0.05. The analysis carried out was descriptive analysis and independent sample t-test. T-test is used to determine any significant differences between genders, level of education and school affiliation (religion-affiliated school and nonreligion-affiliated school) for Internet motives.

III. RESULTS

Respondents' demographic profile based on gender and educational level shows that the number of female respondents is almost equal to the number of male respondents. Female as much as 53.2% and male as much as 46.8% of the total sample. At each level of education, the number of female and male respondents is also practically balanced. At the junior secondary level, female respondents were 27.5% and males 26.6%. At the high school level, female respondents were 25.7% and male were 20.2%. Based on school affiliation, 28.4% of respondents attended religion-affiliated schools and 71.6% of respondents attended nonreligion-affiliated school.

For gender and the educational level of respondents, the percentage generated is quite equal. But for school affiliation, the percentage is not equal. This is because schools in Jakarta have more nonreligion-affiliated schools both public and private than schools affiliated with a religion (Islam, Christianity, Catholic, Buddhist, Hindu).

The internet motives results are (1) gaining status; (2) opinion expression; (3) social interactions; (4) information gaining; (5) pastime; (6) entertainment. Table 1 shows the mean value of each motive, mode value (the most frequently appears score), and the percentage of respondents who answered, "Somewhat agree" to "Strongly agree" on each statement item.

From table 1, the highest motive for using the Internet is pastime (97.5%). Next, information gaining (94.4%) and

entertainment (91%). These results indicate that teenagers use the Internet predominantly for the purpose of filling their spare time. It can be concluded that the three highest motives of adolescents using the Internet are pastime, information gaining, and entertainment.

TABLE I. INTERNET MOTIVES

Internet Motives Dimensions	Mean	Mode	Percentage (%) Respondents answered "Somewhat agree (3) - Strongly agree (5)"
Status Gaining	2.85	3.00	53.3%
Opinion Expression	3.78	4.00	91.8%
Social Interaction	3.76	4.00	90.1%
Information Gaining	3.98	4.00	94.4%
Pastime	4.30	5.00	97.5%
Entertainment	3.96	5.00	91.0%
Internet Motives Variable	3.78	3.67	-

N = 756; Likert scale 1 - 5

Subsequent analysis was t-test analysis of each type of Internet motives based on gender, level of education, and school affiliation to determine whether there were significant differences in Internet motives of the three differentiators.

For the entire Internet motives variable in Table 2 there was no significant difference in the score for female ($M = 3.79$) and male ($M = 3.75$) teenagers ($t = 1.21$; $p = 0.23$). However, in one dimension of the Internet motive, namely information gaining, there was a significant difference in the score for female ($M = 4.09$) dan male ($M = 3.85$) teenagers ($t = 4.16$; $p = 0.00$). The mean value of information gaining for female teens is higher than for male teens. The higher mean value of female teenagers and the t-test results showed that female teenagers were significantly higher for information gaining than male teenagers.

TABLE II. INTERNET MOTIVES MEAN AND T-TEST COEFFICIENT BASED ON GENDER

Internet Motives Dimensions	Gender			
	Mean		T-Test	
	Female	Male	t	p-value
Status Gaining	2.86	2.84	0.44	0.66
Opinion Expression	3.81	3.74	1.16	0.25
Social Interaction	3.73	3.80	-1.15	0.25
Information Gaining	4.09	3.85	4.16**	0.00
Pastime	4.31	4.28	0.61	0.54
Entertainment	3.94	3.97	-0.42	0.67
Internet Motives Variable	3.79	3.75	1.21	0.23

N = 756; * $p < 0.05$, ** $p < 0.01$; N = 756

Based on the interview, the majority of teens obtain information on social media, especially Instagram. News aggregator Line Today also as teenagers' source of information. Particularly for school assignments, teens are looking for information from the Google search engine.

Female teenagers said, they were very active in seeking information via Instagram, specifically information on

important events in Jakarta, information on traffic, and celebrities. This makes female teens information gaining motive is much higher than male teens. Both male and female teens followed a few of news sites account in Instagram such as Detik.com.

The t-test results based on the education level in table 3 show that almost all types of Internet motives differ significantly in middle and high school teenagers. These results indicate that educational level is an important differentiating factor. There are significant differences in all dimensions of the Internet motives (gaining status, opinion expression, social interaction, information gaining, pastime), except the entertainment dimension. Even on the dimensions of opinion expression, information gaining, and pastime, the difference is very significant, at $\alpha = 0.01$. In this entertainment dimension, there is no difference between middle school and high school teenagers. That is, middle and high school teens equally need entertainment at the same level.

In addition, the mean value of all Internet motives dimensions of high school teenagers is higher than middle school teenagers except for gaining status. The dimension of status of gaining teenagers in middle school is significantly higher than teenagers in high school at $\alpha = 0.05$. This is interesting because middle school teens (11-15 years old) need status gaining much higher than high school teens. This shows that early teenagers need more recognition from their social environment than older teens.

TABLE III. INTERNET MOTIVES MEAN AND T-TEST COEFFICIENT BASED ON EDUCATION LEVEL

Internet Motives Dimensions	Education Level			
	Mean		T-Test	
	Junior High School	Senior High School	t	p-value
Status Gaining	2.91	2.78	2.22*	0.04
Opinion Expression	3.71	3.86	-2.80**	0.01
Social Interaction	3.71	3.82	-1.82*	0.07
Information Gaining	3.89	4.08	-3.53**	0.00
Pastime	4.23	4.38	-2.93**	0.01
Entertainment	3.94	3.97	-0.59	0.56
Internet Motives Variable	3.73	3.82	-2.36*	0.02

N = 756; * $p < 0.05$, ** $p < 0.01$; N = 756

Results from Table 3 show that the level of education is an important differentiator for almost all types Internet motives. This result confirmed during the interview process. Senior high school teens demonstrated much better knowledge and analytical skills on the technical aspects of social media and applications than junior high school teens.

C and D – senior high school teens (female 18 years old, & male 19 years old) said,

"I like Line (instant messaging) because it provides a lot of stickers, theme, features that can represent my feelings, moods, expressions. Many features provided by the applications is very important".

"Why we like Instagram? Because of the quality of the photo and video presentation are very good, embedded chatting, photo, and video effects. It has many camera features like

boomerang, superzoom, rewind. Including IG TV, GIFS, stickers. IG always update and develop its features. This is important. A pleasant interface and no bug are also very important. IG also can link news, but we need it can detect hoax and infographic news can be zoomed up."

A and B – junior high school teens (male, 14 years old and female, 15 years old) commented,

"I want only one social media that provide everything, a lot of fun things, information, for chatting, I can post photos, games, sport videos. So, I don't need install many apps."

"I want Instagram provides more creative tools for selfie, photo and video creation. And..another Youtube. Why only Youtube? No free movie apps?"

TABLE IV. INTERNET MOTIVES MEAN AND T-TEST COEFFICIENT BASED ON SCHOOL AFFILIATION

Internet Motives Dimensions	School Affiliation			
	Mean		T-Test	
	Religion Affiliated School	Non-religion Affiliated School	t	p-value
Status Gaining	2.82	2.86	-0.54*	0.01
Opinion Expression	3.68	3.82	-2.11	0.08
Social Interaction	3.72	3.78	-0.84*	0.01
Information Gaining	3.82	4.04	-3.25**	0.00
Pastime	4.33	4.28	0.84	0.08
Entertainment	3.95	3.96	-0.06	0.08
Internet Motives Variable	3.72	3.79	-1.54**	0.00

N = 756; *p < 0.05, ** p < 0.01; N = 756

The Internet motives t-test analysis based on school affiliation in table 4 shows that there are significant differences in Internet motives of respondents in religion-affiliated schools with respondents in nonreligion-affiliated schools. Respondents in nonreligion-affiliated schools ($M = 3.79$) had a higher Internet motives compared to religion-affiliated schools' respondents ($M = 3.72$). These results are supported by three dimensions that are significantly different i.e. status gaining, social interaction, and information gaining. Even the information gaining dimension is significantly different at $\alpha = 0.01$.

IV. DISCUSSION

This research successfully identified the motives of Indonesian teenagers to use the Internet. The two highest Internet motives based on percentage and mean, were not much different from the results of Hendriyani (2012) and Qomariyah (2009), i.e. information gaining and entertainment. The novelty of this study compared with previous studies (see [13], [18], [19]), namely: (1) pastime motives as the highest Internet motives in Indonesian adolescents; (2) the percentage and mean opinion expression motive are higher than social interaction motive, other studies are the opposite; and (3) the status of gaining motive as a new motive.

Those results need to be explored further why Indonesian adolescents have high pastime and entertainment motives. For pastime motives, further exploration shows that the

Internet was used to help adolescents reduce boredom ($M = 4.40$), and to spare time ($M = 4.20$). These results indicate that adolescents experience high boredom which may be confined to high routines or teenagers have plenty of free time without pleasant activities.

To fill the spare time and reduce boredom, teenagers said they always access social media, especially Instagram and Youtube. They also play online games and listen to music through music applications like Spotify. Digital marketers can take advantage of these results to stimulate teenagers through content and events that encourage creativity such as photo competitions or exciting and fun brand activation events through Instagram since it is the most popular application with a lot of creative tools.

Further exploration of the information gaining motive as the second highest motive, shows that the Internet helped teens on school tasks ($M = 4.36$), teens could always follow the news about Jakarta / Indonesia / the world ($M = 4.07$), and the Internet provided information about products and famous people (artists, athletes, etc.) ($M = 3.88$). Apparently, teenagers have a high need for product information, meaning that the tendency for consumption motives can be high. These results can be utilized by digital marketers by optimizing information about products and endorsement through famous people. In addition, news and information content should be displayed through infographics where each part of the content can be clicked and zoomed up.

For entertainment motives, the reason for using the Internet was to help forget problems ($M = 3.75$), to help eliminate/reduce the burden of the mind ($M = 3.93$), and the Internet contains a lot of entertaining things ($M = 4.19$). This confirms that the Internet was able to provide higher pleasure than other media. These results show adolescents experienced many problems and burdens that make them distressed then the demand for entertainment becomes high. Digital marketers can use this data by designing positive digital content and activities for teens to help them reduce stress while entertaining. However, a high motive for entertainment must also beware because the results of the research by Haridakis & Rubin (2013) shows that entertainment motives are directly related to total aggression, physical aggression, anger and hostility [11].

The next interesting result is the opinion expression motive because it is higher than the social interaction motive. This research shows that expressing opinions is more required by teenagers than social interaction, even though Internet use is generally predicted for social interaction - connecting with friends and family - because of the high number of social media usage. The reasons were the Internet allows them to give advice to others ($M = 3.78$) and the Internet makes them able to participate in discussions on various topics ($M = 3.78$), thus making the mean of opinion expression higher than the social interaction motive. The suggestion of this result is digital marketers are expected to be able to create digital activities that can increase engagement and convey a teen opinion.

The results presented in Table 2, 3, and 4 show demographic factors as important differentiators are the level of education and school affiliation, while gender is not a significant differentiating factor. There is no significant difference between the Internet motive of female and male teenagers. However, the information gaining motive shows a

significant difference between female teens and male teens. This means that female teenagers require much higher information than male teenagers. Digital marketers can take advantage by increasing exposure of information content for the female teenagers' target market.

The findings in table 3 are quite stand out. Almost all Internet motives are significantly different based on teenagers' level of education, only the dimensions of entertainment are not significantly different between middle school and high school teenagers. These results indicate that education level is an important differentiating factor. That is, the higher the level of education their Internet motives will be higher, except for status gaining motive and entertainment motive.

Albeit almost all dimensions of Internet motives of high school teenagers are higher than middle school teenagers, there is one dimension that shows contrary result that is the status gaining motive. Status gaining motive is higher in middle school teens. This is because they need the Internet for increasing self-confidence ($M = 3.16$), to be valued more by friends ($M = 2.75$), and to make them feel cooler and look stylish ($M = 2.64$). We need to be aware because according to Leung (2014), adolescents who have high motives for entertainment and status-gaining tend to be difficult to escape from the Internet and show signs of Internet addiction in the following year. In addition, adolescents who habitually depend on social media to satisfy their need for entertainment, pastime, and seek information often have difficulty controlling time in using the Internet which can lead to addiction [13].

Internet motives t-test results based on school affiliation showed a significant difference between teenagers in religion-affiliated schools and teenagers in non-religion-affiliated schools (public school). Nearly all motive dimensions, adolescents in public schools have a higher mean than adolescents in religion-affiliated schools. Only the dimensions of the pastime motive show the opposite results, although not significantly different. These results indicate that teens in religion-affiliated schools need the Internet more to reduce the burden and forget problems. Is it because the burden of studying in religion-affiliated schools is tougher than in public schools? Need further study.

V. CONCLUSION & LIMITATION

Understanding the teenagers' Internet motives is very important as a predictor of patterns of Internet usage, which can be used to examine the intention to purchase a product. This study shows that the motives of teenagers on the Internet are for status gaining, opinion expression, social interactions, information gaining, pastime, and entertainment.

Level of education and school affiliation are important differentiating factors, while gender is not a significant differentiating factor. There is no significant difference between female and male Internet motives. Conversely, adolescents with a higher level of education have a significant higher Internet motive, especially the motive for information gaining, pastime, and opinion expression. Whereas adolescents who attend public schools show higher internet motives than adolescents who attend religion-affiliated schools.

For the purposes of digital marketing, high pastime, entertainment, and information gaining motives can be utilized by increasing the exposure of entertaining and informative contents. Digital marketers can reduce pastime or escaping motives by creating inspirational content and digital activities to encourage teenagers to be productive and utilize the Internet for positive things.

It is very important for content creators to create fruitful Internet content, which can encourage teens to be more active and productive positively. According to adolescents, high pastime and entertainment motives because the Internet helps them reduce boredom, to fill their spare time, help forget problems, reduce the mental burden, and the Internet contains a lot of entertaining things. These reasons indicate that the Internet is a place to escape.

Technical improvement that suggested by teenagers is a lot of creative tools, pleasant and interesting interface, and interactive infographic content for news. Teenagers need tools that can represent their feelings, opinions, status, as well fun and entertaining. Teenagers need a complete social media application.

This study has limitations, it has not been done a regression test on demographic factors influence on Internet motives. The suggestion for the next research is regression analysis of sociodemographic variables on Internet motives; adding variables of parents, peers, and teachers as antecedents' variables; examining the effect of Internet motives on Internet usage. Future research related to the technical aspects is exploring the usage and gratification of features and application tools.

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